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proportion of children attending private schools remains the same, public school attendance would increase from 307,000 to 413,000.

The rapid expansion of educational facilities has quite rightly received first priority in the past. In the future, however, further growth in school attendance will be somewhat less important than the task of improving the quality of education and adapting it to the country's needs.

In general the content of education in any developing society must be such as to equip people to cope more effectively with the practical, everyday problems of modern life. These relate not only to the task of earning a better living but also to the need for relating the curriculum of the school more closely to the activities of the community, and for improving its living conditions. According to the testimony of many Syrians there is an urgent need to give education a more practical content. The existing curriculum is too academic and general in character. Methods of teaching must be improved and more emphasis given to the sciences, economics and civics. Pupils must be given more knowledge and understanding about the economic, social and political problems of their environment. Without making education exclusively vocational, it can be given some vocational bias. In rural schools, for example, there can be more stress on agriculture, animal husbandry, sanitation and hygiene. In all schools—primary, intermediate and secondary—more attention might well be devoted to creative manual work, if only to inculcate a greater respect for manual labor. A legal training is still generally considered essential for government service, even though the operations of modern government demand much more technical and economic knowledge.

Current methods of instruction do not appear to stimulate the intellect sufficiently; the principal aim is evidently to impart enough knowledge to enable the student to pass examinations for school certificates or diplomas. There is an excessive emphasis on memorizing. Teaching is rather authoritarian in character: the teacher lectures, and the student is expected to accept what he is taught without challenge or discussion. Even in the University, little discussion and debate is invited. Thus independent inquiry and intellectual curiosity tend to be discouraged, and analytical ability is not sufficiently developed through discussion.

Any fundamental reform in both the curriculum and the methods of teaching will probably have to be effected largely through the teachers' training colleges. The mission can point to these problems but it is not competent to suggest how they might best be solved. It can only recom-